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ABSTRACT

To assist local administrators and teachers in determining educational objectives and priorities, this project tested a previously developed program evaluation model. The test site chosen for data collection was the agriculture department at James Wood High School. Conclusions of this test effort included: (1) The model for evaluation of secondary school programs of vocational agriculture is a viable means by which sufficient and reliable data can be collected for critical analysis and used for program direction, (2) Other teachers of the local school system in which the model is being used provide a source from which data may be obtained, and (3) The role of the advisory council is vital to the evaluation process. Also included in this summary report are the instruments used to collect data. (JS)

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# TESTING OF MODEL FOR EVALUATION OF SECONDARY SCHOOL PROGRAMS OF VOCATIONAL EDUCATION IN AGRICULTURE

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# TESTING OF

# MODEL FOR EVALUATION OF

# SECONDARY SCHOOL PROGRAMS OF

# VOCATIONAL EDUCATION IN AGRICULTURE

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# TESTING OF

# MODEL FOR EVALUATION OF

# SECONDARY SCHOOL PROGRAMS OF

# VOCATIONAL EDUCATION IN AGRICULTURE

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## Introduction

Evaluation has been widely accepted as a vital part of any educational program. Many models and processes have been developed which attempt to provide a means for evaluating educational programs. These efforts also include the evaluation of occupational programs.

The recent emphasis stressed on evaluation in the federal legislation has placed even a greater priority on the development and implementation of successful evaluation techniques in the area of occupational education.

Several years ago, Dr. A. H. Krebs began to develop a model for the evaluation of secondary school programs of vocational education in agriculture. The underlying basis for the development of his model rested with the situation that many current evaluation techniques did not attempt to measure the degree to which students used the skills and abilities learned in agricultural education and that no evaluation procedure was refined to the point that local administrators and teachers could use the model themselves to evaluate a local program.

The model developed by Dr. Krebs has been designed to remove the two weaknesses pointed out in the preceding paragraph. Thus, the particular evaluation model which formed the basis for this research project can serve as a vehicle through which local administrators and teachers can determine program direction, based on sound data.

Not only can this model help to meet the current requirements for receiving of federal funds, but the improvement and strengthening of current programs will also result in occupational programs more meaningful for the students.

Purpose of the Study

The model which was discussed during the introduction was developed and tested in two schools in the State of Maryland. The model has not been tested to the extent which would allow widespread dissemination of the model for evaluation of secondary school programs of vocational education in agriculture. Thus, the major objective of this research project is to test the model for evaluation of secondary school programs of vocational education in agriculture. The sub-objective of the project was to test the applicability of the model to the agricultural education program in the State of Virginia and make the necessary revisions in order that the model could be adapted for Virginia.

The long term objective is to develop an evaluation model which can be used statewide by local communities for evaluating and improving vocational education in agriculture.

Importance of the Study

The importance of the project rests with the feasibility that local administrators and teachers can use the model tested in this research to give strength to existing programs and provide direction for future program planning. This program direction will develop from the identification of skills and abilities which graduates of the program have found useful in securing and holding employment. The model also provides for the assembling and collecting of other data pertinent to an overall evaluation of any occupational program.

This research project has value to teachers and administrators in the State of Virginia as more emphasis is placed on program accountability in vocational education. The model under refinement would provide agricul-

tural teachers, vocational directors, administrators, and advisory councils a basis for sound decision making in program improvement. Not only would teachers and departments in Virginia benefit from this research, but the model would also have applicability to other states as well.

Assumptions

This study was conducted with the following basic assumptions:

1. That a three percent randomly selected sample of the adults in the James Wood High School district would not vary significantly from the total adult population in their attitudes toward the agricultural program.

2. That a follow-up of the graduates from James Wood High School Agricultural Department for the years 1970, 1969, 1968, and 1967 would provide a partial test of the data collecting instruments to determine their appropriateness in using the evaluation model in Virginia.

Research Procedures

In order to provide an in-depth study of this evaluation model, the decision was made to test the model in one school in Virginia. This procedure would permit a thorough follow-up of the recent graduates from that school.

The school selected for participation in this study was James Wood High School in Winchester, Virginia. The agricultural education department has Agricultural Science and Mechanics I and II, Ornamental Horticulture, Agricultural Machinery Service, and Agricultural Production offerings. In the last four years, approximately 100 agricultural education students have been graduated from James Wood. James Wood High School has a multiple teacher department, with one teacher specializing in production agriculture, one

teacher specializing in ornamental horticulture, and the other teacher specializing in agricultural machinery service.

The instruments designed to collect the data were critically reviewed and appropriate revisions were made in the instruments before going into the field to collect data.

Once approval of the project was granted by the Frederick County School Board, a meeting was held with the Agricultural Machinery Service Option Advisory Council at James Wood. The purpose of this meeting was to explain the purpose of the research project and obtain suggestions which the group might have, either in the data collecting instruments or the research procedures. After this initial meeting, plans were implemented to proceed with the study.

## Data Collection

### General Procedures

1. For the duration of this research project, a certified agricultural teacher was hired full time to coordinate the collection of the program data.

2. Four individuals were employed in the community as field enumerators to collect the data. Two of these individuals were teachers, one was a former school secretary, and the other was a professional pomologist.

3. One individual was employed on a part-time basis to assist in tabulating the data for analysis.

4. The local agriculture teachers provided valuable assistance and guidance during the data collecting stages.

Procedures Used to Collect Data

An example of each form has been included in Appendix A. A brief description of the procedures used to collect the data for each form follows.

Form Number 1. The collection of these data was carried out by a lady who was a former secretary at James Wood High School. The data for this form were collected from the students' personal folders in the guidance office. The agricultural education teacher assisted with the collection of the data not found in the students' folders. The names and addresses collected during this stage were used as a starting point for contacting students in order to obtain data for the other forms.

Forms Number 2, 3, 4, and 7. Several different procedures were used to collect data for these forms. Three different meetings were set up at the agricultural department to allow graduates to return to the school and provide the opportunity to collect the data. A letter was mailed to these graduates explaining the purpose of the meeting and requesting their cooperation. A personal interview was conducted for those individuals not attending one of these meetings. These interviews were conducted by the research coordinator and the field enumerators. Assistance was provided by the agricultural teachers at James Wood in locating the homes of these graduates. The data collectors grouped the graduates according to location in the county to facilitate data collection. Upon interviewing the graduates, the purpose of the study was explained and then the graduates were asked to complete the appropriate forms. This procedure was a deviation from the recommended data collection procedure. This procedure was followed due to the short duration of this research project. In many cases, the forms were left with the student, and later the field enumerator returned to collect the forms.

Form Number 5. The names and addresses of the last employer of each graduate were obtained from the information provided by the graduates on Form Number 2. The data collectors proceeded to contact each employer and obtain the information desired on Form Number 5.

Form Number 6. The respondents for this form were obtained from the records in the agricultural department. The data collectors obtained the information on this form largely by telephone. The remainder of the adults were contacted personally.

Form Number 8. The students currently enrolled in the agricultural program comprised the respondents for this group. The individual who collected this information was the same person who collected the information for Form Number 1, the former school secretary.

Forms Number 11-18, 20-25, and 27. The agricultural education teachers provided the information required on these forms from school records and personal knowledge of the program. The teachers were assisted by the one lady data collector.

Form Number 19. The first step in collecting the data for this form was to determine the number of adults in the James Wood High School District. With the best records available, the adult population was found to be approximately 10,000 individuals. The magnitude of contacting each of these individuals required the use of a sampling procedure. A three percent sample was chosen as the most feasible sample size to handle. To help assure that all individuals would have an equal chance of being contacted, a table of random numbers was used to select the 300 adults who would be contacted. Once the adult identification numbers were selected, the records from the Commissioner of Revenue's office were used to identify the names of the

individuals who would be contacted and their addresses. The names were then compiled by Magistrate Districts to facilitate data collection.

The information was collected entirely by personal interviews. For the most part, the adults were contacted in the late afternoon or evening hours and the data collector waited until the respondents had completed the form. In some cases, the forms were left and picked up later and appointments were made in special cases. Locations for some of the adults were obtained from the telephone directory, and knowledgeable people in the area.

Form Number 26. The list of agricultural businesses was compiled mainly from records in the agricultural education department. The telephone directory and the Chamber of Commerce, as well as the coordinator's personal research of the area, provided additional information. The manager of each business was contacted by the coordinator and data concerning the business, projected employment opportunities, and possibilities for use as a training center were obtained.

Data Tabulation

One individual was hired to assemble and tabulate data collected in the field. Data were summarized according to the information obtained on the forms. These summaries were studied and analyzed and then appropriate tables were developed to present the data in meaningful form for further analyzing. Most tables were summarized by the year in which the students graduated. When this was done, the data were also summarized for all graduates grouped together.

## Suggested Revisions in the Data Gathering Instruments

During the conduct of this study, it became evident that a few sections or parts of the data collection instruments might be strengthened to facilitate data collection and analyzing. The revisions suggested for the data collection instruments have been incorporated into the instruments, and the revised instruments are located in Appendix A of this report.

Below are the major revisions made, and the form to which each revision applies:

Form 2: Space has been provided on this form to enter the year that the student graduated from school. This change was made to facilitate tabulation of data when more than one class of graduates is involved in the evaluation. Numbers referring to the degree of job satisfaction were placed on each line. This is to assist the interviewer during the personal interview, and will also facilitate data tabulation.

Forms 3, 4, 5, and 7: Space has been provided for entering the year that the student graduated from school. Again, this is to assist in the tabulation of data when more than one class is involved.

## Summary, Conclusions, and Recommendations

### Summary

The data collected on the James Wood Agricultural Department during the study is reported in the publication Summary Report of the Evaluation of the James Wood High School's Agricultural Education Department. This report also includes the evaluative comments made by the researcher, other consultants, and the adult advisory group at James Wood. Recommendations for program improvement were based upon a critical review of the major findings. Continued communication will be maintained with the James Wood Agricultural Education Department to assess the value of the recommendations made as a result of the study.

The data collection procedures outlined in Model for Evaluation of Secondary School Programs of Vocational Education in Agriculture appear to be a feasible approach to the effective use of this evaluation model. The value and effectiveness that the evaluation model could have on a local program depend upon the coordinator of the evaluation process and the use made of the advisory council. Due to a shortage of time, the advisory committee was not able to fully analyze the data before the completion of this project. However, plans will be made to work with the advisory council after the close of this research project.

After a critical review was made of all the data collected, a follow-up of the last two classes of graduates would provide as much information as a follow-up of the last four years of graduates.

In summary, the data collected about the agricultural program, the graduates, and their skills and abilities used after graduation provide a basis from which program direction can be determined. This program direction includes: (1) curriculum development; (2) establishing and conducting occupational experience programs; (3) providing valuable leadership training through the FFA; (4) providing sound adult education; (5) implementing of course options; and (6) projection of financial and facility resources required to offer a quality program of vocational education in agriculture.

Conclusion

The following conclusions were made as a result of this study:

1. That the model for evaluation of secondary school programs of vocational education in agriculture is a viable means by which sufficient and reliable data can be collected for critical analysis and used for program direction.

2. That other teachers of the local school system in which the model is being used provide a source from which data collectors may be obtained. This source provides individuals who are familiar with the school system and community.

3. That former secretaries to the principal and guidance counselors also represent individuals who can serve as data collectors. These individuals are familiar with school records and can locate information easily.

4. That the role of the advisory council is vital if the evaluation is to be successful. The support and participation of the advisory council will help in the collection of the data, and the critical examination of the data. Due to the time available to conduct this study, more input from

the advisory council could not be arranged; a recommendation has, however, been made in the next section concerning the effective use of the advisory council.

5. That arrangement for the return of the graduates to the local school in order to collect the data did not appear to be a satisfactory approach. As a result, personal contact of the graduates was needed in order to collect the data. In this study, forms were left with students at their homes; more complete data could be obtained if the interviewer were to remain with the graduate and personally solicit the information.

6. That the support and interest exhibited by the school board, administrators, teachers, advisory group, and local agricultural businesses indicated the value placed upon evaluation as being a part of the total school program.

7. That the office of the local Commissioner of Revenue provides the best source of identifying the current adult population in the school district.

8. That the best time to contact adults is in the late afternoon or evening hours. Some difficulty was experienced in explaining to the adults the purpose of the study. A specific recommendation was made to help diminish this problem.

9. That the follow-up of graduates who had been out of school for three or more years does not add significantly to the evaluation of a local agricultural program. The data collected from the graduates who had graduated three or four years earlier did not vary greatly from that collected from those who had graduated within the last two years.

Recommendations

The following recommendations were based upon the findings of the study and experience gained during the conduct of the study.

1. That further study and implementation of the model for evaluation be carried to other agricultural education programs in Virginia.

2. That advisory councils be involved before, during, and after the implementation of the evaluation model.

3. That advisory groups be asked to assist in determining program direction based upon the data collected.

4. That a letter of introduction be mailed to the adults in the community selected to determine the adult attitudes toward the agricultural program before the interviewer personally contacts the individual.

5. That schools implementing the model for evaluation follow up only graduates from the last two years.

6. That preliminary plans be started to implement the evaluation model on a statewide basis.

7. That the evaluation model be prepared in handbook form such that local departments can take the model, use it effectively, and evaluate their programs with the assistance of professional agricultural education consultants.

8. That the procedures described and outlined in the publication Model for Evaluation of Secondary School Programs of Vocational Education in Agriculture serve as a basis for further testing of the evaluation model. The procedure identified by Dr. Krebs appeared to be a feasible and logical approach to the implementation of the model.

9. That any school contemplating the utilization of the model should provide adequate resources for the employment of data collectors. This would require providing about 500 man-hours of employment. These individuals should also tabulate the data under the direction of a coordinator.

10. That any local agricultural department conducting the evaluation on their own should designate one of the agricultural teachers to coordinate the data collection.

11. That a special program, picnic, or other event be scheduled to help encourage the return of the graduates to the local department for the collection of needed data. This meeting should avoid conflict with community events.

# APPENDIX A

## DATA COLLECTING INSTRUMENTS

Form 1. Individual Student: School Records and/or Exit Interview

Student Number _____

State _____

School _____

* * *

1. Name of Student _____

2. Sex: _____ Male _____ Female 3. Race: _____

4. Present address _____

5. Permanent address _____

6. Birth date _____

7. Highest grade completed _____

8. Date leaving school _____

9. Age when leaving school _____

10. Grade point average for high school _____

11. High school class rank _____ Class size _____
Percentile rank _____

12. Academic aptitude test _____
(8th or 9th grade) (Test name and results)

13. Days absent from school: _____ Freshman _____ Junior

_____ Sophomore _____ Senior

Total _____

14. Vocational courses and grades: (including Industrial Arts)

| Course | Credit | Grade |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

15. Total number of high school credits _____

Form 1. (continued)

16. Grade point average in vocational agriculture _____

17. Grade point average in vocational courses other than agriculture ____

18. Participation in FFA:

    a. Number of years membership _____

    b. Offices held _____

    c. Chairmanship of committees _____

19. Occupational experience program participation:

| Kind | Number of Years | Hours of Experience |
|---|---|---|
| Farming program | _____ | _____ |
| Placement-employment program (cooperative) | _____ | _____ |
| Placement-employment program (non-cooperative) | _____ | _____ |
| School facilities | _____ | _____ |
| Self-employment | _____ | _____ |
| Other (describe) _____ _____ | _____ | _____ |
| Total | _____ | _____ |

20. School citizenship rating when (a) first enrolling in agricultural education program _____

    (b) when graduated or left agricultural education program _____

21. Reasons for leaving high school: (check all that apply)

____ a. Took a job

____ b. Transferred to another school

____ c. Entered vocational school

____ d. Entered military service

____ e. Graduated

____ f. Other (explain) _____

Form 2. Individual Student: Employment[1]

Student Name _____ Student No. _____ Year Graduated _____

| Jobs Held - Titles[2] | Employer Name and Address | Date Took Job | Date Left Job | Hrs. Per Week | Wages[3] Start | Wages[3] End[4] | Level of Satisfaction[5] |
|---|---|---|---|---|---|---|---|
| 1st | | | | | | | 1 2 3 4 5 |
| 2nd | | | | | | | 1 2 3 4 5 |
| 3rd | | | | | | | 1 2 3 4 5 |
| 4th | | | | | | | 1 2 3 4 5 |
| 5th | | | | | | | 1 2 3 4 5 |
| 6th | | | | | | | 1 2 3 4 5 |

Note: Use additional forms as needed to list all jobs held.

Military service dates: From _____ To _____

1 List jobs in chronological order.

2 Report each change of position or job within the same business as a new job.

3 Show wages by amount per hour.

4 Record current wage for job now held. Record best estimate of wages individual can provide.

5 Circle according to scale: 1 = highly satisfied, 2 = satisfied, 3 = non-committal, 4 = dissatisfied, 5 = highly dissatisfied

Form 3. Individual Student: Continuing Education

Student Name _____ Student No. _____

Year Graduated _____

* * *

1. Name of institution in which enrolled _____

   _____

2. Address of institution _____

3. Dates of enrollment: Starting _____ Ending _____

4. Program (or course) in which enrolled _____

5. Program major (if not same as program) _____

6. Enrollment status: Full-time student _____

   Part-time student _____

7. Length of the program (months) _____

8. Objective for which enrolled: (check all that apply)

   _____ a. Preparation for job (specify) _____

   _____ b. Upgrading in present job

   _____ c. Maintaining competency for present job

   _____ d. No occupational objective

   _____ e. Other reason (specify)

9. If no longer enrolled in the program named, check all of the following that apply:

   _____ a. Completed program or course

   _____ b. Transferred to another school program

   _____ c. Took a job

   _____ d. Entered military service

   _____ e. Academic dismissal

   _____ f. Other reasons for leaving (specify) _____

Form 4. Individual Student: Social Activity and Personal Data

Student Name _____ Student No. _____

Year Graduated _____

* * *

1. Organization and community activities: (List and indicate offices and chairmanships held)

   a. Agricultural and labor groups:

   b. Civic and service clubs:

   c. Church groups:

   d. Recreation and sports groups:

   e. Other:

2. Leisure time activities: (List all participated in during past year)

   Outdoor (hunting, fishing, swimming, racing, etc.)

   Indoor (chess, cards, painting, etc.)

3. Residence and marital status: (check)

   _____ Living with parents

   _____ Living in rooming house

   _____ Living in apartment

   _____ Living in own home

   _____ Single

   _____ Married

   _____ Number of children

Form 5. Individual Student: Employer Satisfaction Rating*

Student Name _____ Student No. _____

Year Graduated _____

Name and Address of Employer _____

_____

Name of Job or Position _____

_____

| Category | Highly Satisfactory | Satis-factory | Unsatis-factory | Does Not Apply |
|---|---|---|---|---|
| Technical competence (knowledge, skill) | _____ | _____ | _____ | _____ |
| Ability to learn on the job and to adjust to new situations | _____ | _____ | _____ | _____ |
| Personal characteristics (acceptability) | _____ | _____ | _____ | _____ |
| Competence in: | | | | |
| Reading | _____ | _____ | _____ | _____ |
| Writing | _____ | _____ | _____ | _____ |
| Mathematics | _____ | _____ | _____ | _____ |
| Work habits | _____ | _____ | _____ | _____ |

Other comments:

* Complete a form for most recent job for which employer or work supervisor can be contacted.

Form 6. Individual Student: Adult Education

Student Name _____ Student No. _____

Highest grade completed: (circle) Under 7, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16

Present occupation: _____

| Adult courses in which enrolled* | Year | Purposes for which enrolled | | | Evidence of accomplishment of pur-** pose - record any evidence available |
|---|---|---|---|---|---|
| | | Improve in present occupation | Prepare for new occupation | Other reasons (specify) | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

* For the year or years included in the evaluation and offered by School Division.

** Evidence such as: job or salary promotions; employment in new occupation; recognition for work performed; comments regarding increased job satisfaction; increased crop or livestock production or work efficiency; improved marketing; increase in net income and net worth.

Form 7. Individual Student: Content - Use Inventory

Student Name _____ Student No. _____

Directions: Below are selected knowledges and abilities a student may have learned while studying vocational agriculture. Please put an (X) in the proper column for each content item listed to indicate the use of the item by the former student in any way since he left school -- performed, helped perform, explained to someone, or supervised someone who performed it.

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| Area: Guidance and Leadership | | | |
| 1. Locating, applying for, and obtaining job | | | |
| 2. Becoming established in a business in a "self-employment" capacity | | | |
| 3. Serving as an active member of an organization or organized group | | | |
| 4. Using parliamentary procedure | | | |
| 5. Serving as a member or chairman of a committee | | | |
| 6. Serving as an officer of an organization | | | |
| 7. Conducting a meeting of a group of people | | | |
| 8. Planning and evaluating programs of work for organized groups | | | |
| 9. Preparing a display or writing a news article | | | |
| 10. Giving a talk before a group of people | | | |

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 11. Participating in a public service activity | _____ | _____ | _____ |
| 12. Explaining farming to an individual or group of people | _____ | _____ | _____ |
| 13. Explaining agriculture to an individual or group of people | _____ | _____ | _____ |
| 14. Explaining agricultural occupation to an individual or group of people | _____ | _____ | _____ |

Area: Livestock and Poultry and Their Products

Place a check mark before each of the following with which you had either direct or indirect contact in your work or in other activity since leaving high school.

_____ Beef _____ Sheep _____ Ducks

_____ Dairy _____ Swine _____ Geese

_____ Horses _____ Chickens _____ Turkeys

_____ Wild life (animals and birds)

_____ Other animal or specialty (list) _____

_____ Sales and service related to area

| | | | |
|---|---|---|---|
| 15. Identifying breeds and types | _____ | _____ | _____ |
| 16. Judging | _____ | _____ | _____ |
| 17. Selecting for purchase | _____ | _____ | _____ |
| 18. Determining prices for purchase or sale | _____ | _____ | _____ |
| 19. Purchasing | _____ | _____ | _____ |

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 20. Feeding and caring for breeding flock or herd (at any age) | _____ | _____ | _____ |
| 21. Feeding and caring for the young | _____ | _____ | _____ |
| 22. Feeding and caring for the producing flock or herd | _____ | _____ | _____ |
| 23. Feeding and caring for the market flock or herd | _____ | _____ | _____ |
| 24. Planning, balancing, and preparing rations | _____ | _____ | _____ |
| 25. Purchasing feed and supplies | _____ | _____ | _____ |
| 26. Providing and maintaining housing | _____ | _____ | _____ |
| 27. Providing, maintaining, and operating equipment | _____ | _____ | _____ |
| 28. Planning for disease or parasite prevention and control | _____ | _____ | _____ |
| 29. Treating for diseases or parasites | _____ | _____ | _____ |
| 30. Identifying diseases or parasites | _____ | _____ | _____ |
| 31. Training and handling | _____ | _____ | _____ |
| 32. Preparing for sale | _____ | _____ | _____ |
| 33. Selling | _____ | _____ | _____ |
| 34. Selecting for sale | _____ | _____ | _____ |
| 35. Planning a breeding program and breeding | _____ | _____ | _____ |

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 36. Keeping and using enterprise records | _____ | _____ | _____ |
| 37. Registering with breed association | _____ | _____ | _____ |
| 38. Identifying cuts of meat | _____ | _____ | _____ |
| 39. Processing for market | _____ | _____ | _____ |
| 40. Storing | _____ | _____ | _____ |
| 41. Transporting | _____ | _____ | _____ |
| 42. Inspecting | _____ | _____ | _____ |
| 43. Grading | _____ | _____ | _____ |
| 44. Testing milk | _____ | _____ | _____ |
| 45. Milking | _____ | _____ | _____ |
| 46. Shearing or clipping | _____ | _____ | _____ |

Area: Plants and Soils

Place a check mark before each of the following with which you have had either direct or indirect contact in your work or in other activity since leaving high school.

_____Field crops

_____Forage crops

_____Fruit crops

_____Vegetable crops

_____Turf

_____Specialty crops (list) _____

_____Sales and service related to area

_____ Nursery products

_____ Greenhouse products

_____ Forest products

_____ Soils and fertilizer

_____ Water

_____ Wildlife (plants)

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 47. Identifying seeds and plants | _____ | _____ | _____ |
| 48. Selecting and purchasing | _____ | _____ | _____ |
| 49. Judging | _____ | _____ | _____ |
| 50. Determining price | _____ | _____ | _____ |
| 51. Taking soil samples | _____ | _____ | _____ |
| 52. Testing soil | _____ | _____ | _____ |
| 53. Interpreting soil tests | _____ | _____ | _____ |
| 54. Preparing soil for planting | _____ | _____ | _____ |
| 55. Selecting and purchasing fertilizer | _____ | _____ | _____ |
| 56. Applying fertilizer | _____ | _____ | _____ |
| 57. Blending or mixing fertilizer | _____ | _____ | _____ |
| 58. Identifying nutrient deficiencies in plants | _____ | _____ | _____ |
| 59. Planting seeds | _____ | _____ | _____ |
| 60. Planting seedlings and other plants | _____ | _____ | _____ |
| 61. Propagating plants through grafting, layering, etc. | _____ | _____ | _____ |
| 62. Identifying weed seeds and weeds | _____ | _____ | _____ |
| 63. Selling supplies and materials used for growing plants | _____ | _____ | _____ |
| 64. Buying and applying chemicals for weed control | _____ | _____ | _____ |

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 65. Drying crops artificially | _____ | _____ | _____ |
| 66. Identifying insects | _____ | _____ | _____ |
| 67. Buying and applying chemicals for insect control | _____ | _____ | _____ |
| 68. Identifying plant diseases | _____ | _____ | _____ |
| 69. Treating plants for disease control | _____ | _____ | _____ |
| 70. Harvesting | _____ | _____ | _____ |
| 71. Storing | _____ | _____ | _____ |
| 72. Marketing | _____ | _____ | _____ |
| 73. Preparing for market | _____ | _____ | _____ |
| 74. Transporting | _____ | _____ | _____ |
| 75. Producing hybrid and certified seed | _____ | _____ | _____ |
| 76. Conducting plant breeding work | _____ | _____ | _____ |
| 77. Processing | _____ | _____ | _____ |
| 78. Inspecting | _____ | _____ | _____ |
| 79. Grading | _____ | _____ | _____ |
| 80. Pruning and training | _____ | _____ | _____ |
| 81. Classifying soil | _____ | _____ | _____ |
| 82. Controlling brush | _____ | _____ | _____ |
| 83. Caring for a woodlot | _____ | _____ | _____ |
| 84. Working the soil | _____ | _____ | _____ |
| 85. Managing pastures | _____ | _____ | _____ |

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 86. Maintaining organic matter in the soil | _____ | _____ | _____ |
| 87. Thinning fruit and plants | _____ | _____ | _____ |
| Area: Agricultural Mechanics (including related sales and services activities for each item) | | | |
| 88. Using safety equipment and practices in mechanics work | _____ | _____ | _____ |
| 89. Reconditioning and caring for hand tools | _____ | _____ | _____ |
| 90. Performing carpentry or other work with wood | _____ | _____ | _____ |
| 91. Maintaining, operating, and caring for power equipment | _____ | _____ | _____ |
| 92. Performing cold metal work | _____ | _____ | _____ |
| 93. Performing sheet metal work | _____ | _____ | _____ |
| 94. Performing hot metal work | _____ | _____ | _____ |
| 95. Performing masonry work | _____ | _____ | _____ |
| 96. Performing concrete work | _____ | _____ | _____ |
| 97. Performing plumbing work | _____ | _____ | _____ |
| 98. Performing electrical wiring work | _____ | _____ | _____ |
| 99. Servicing and repairing electric motors | _____ | _____ | _____ |
| 100. Welding with oxy-acetylene gas (gas welding) | _____ | _____ | _____ |
| 101. Welding with electricity (arc welding) | _____ | _____ | _____ |

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 102. Adjusting and/or assembling machinery | _____ | _____ | _____ |
| 103. Repairing, maintaining, and operating machinery | _____ | _____ | _____ |
| 104. Overhauling, maintaining, and using small engines | _____ | _____ | _____ |
| 105. Overhauling, maintaining, and using tractors and stationary engines | _____ | _____ | _____ |
| 106. Planning, installing, and maintaining a drainage system | _____ | _____ | _____ |
| 107. Planning and building conservation structures | _____ | _____ | _____ |
| 108. Planning, installing, and maintaining an irrigation system | _____ | _____ | _____ |
| 109. Planning and installing a water supply system | _____ | _____ | _____ |
| 110. Planning and developing a mechanics shop | _____ | _____ | _____ |
| 111. Using complex electrical controls | _____ | _____ | _____ |
| 112. Planning and using automatic feed handling systems | _____ | _____ | _____ |
| 113. Planning and building fences | _____ | _____ | _____ |
| 114. Surveying | _____ | _____ | _____ |

Form 7. (continued)

Area: Management and Operation of Agricultural Businesses

Place a check mark before each of the following with which you have had either direct or indirect management responsibilities in your work or in other activity since leaving high school.

_____ Farm

_____ Greenhouse

_____ Nursery

_____ Machinery and equipment

_____ Agricultural processing and marketing

_____ Supplies and service

_____ Recreation and wildlife

_____ Forestry and conservation

_____ Other areas (please specify) _____

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 115. Keeping and using records | _____ | _____ | _____ |
| 116. Preparing income and social security tax statements | _____ | _____ | _____ |
| 117. Planning a cropping system | _____ | _____ | _____ |
| 118. Planning a livestock system | _____ | _____ | _____ |
| 119. Developing and operating an agricultural recreation business | _____ | _____ | _____ |
| 120. Planning and using a financial budget | _____ | _____ | _____ |
| 121. Making a soil conservation plan | _____ | _____ | _____ |
| 122. Working with government agricultural programs | _____ | _____ | _____ |
| 123. Determining need for and extending or obtaining credit | _____ | _____ | _____ |

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| 124. Planning a marketing program | _____ | _____ | _____ |
| 125. Using knowledge of agricultural law | _____ | _____ | _____ |
| 126. Determining need for and selling or purchasing insurance | _____ | _____ | _____ |
| 127. Determining need for and purchasing machinery and equipment | _____ | _____ | _____ |
| 128. Determining need for and purchasing land and buildings | _____ | _____ | _____ |
| 129. Managing woodlots and forests | _____ | _____ | _____ |
| 130. Managing a farm | _____ | _____ | _____ |
| 131. Managing a non-farm agricultural business | _____ | _____ | _____ |
| 132. Determining soil capability | _____ | _____ | _____ |
| 133. Planning a soil fertility program | _____ | _____ | _____ |
| 134. Taking an inventory | _____ | _____ | _____ |
| 135. Preparing or using a lease or agreement | _____ | _____ | _____ |
| 136. Determining need for and securing labor personnel | _____ | _____ | _____ |
| 137. Managing personnel | _____ | _____ | _____ |
| 138. Contracting for production or other project | _____ | _____ | _____ |
| 139. Planning for safety | _____ | _____ | _____ |
| 140. Promoting sales | _____ | _____ | _____ |

Form 7. (continued)

| Content - Use Inventory Item | Used in/or because of jobs held | Used, but not in jobs held | Did not use |
|---|---|---|---|
| Area: General | | | |
| 141. Planning for and using community services (schools, churches, parks, etc.) | _____ | _____ | _____ |
| 142. Ra sing food for home consumption | _____ | _____ | _____ |
| 143. Planning and promoting wild life conservation | _____ | _____ | _____ |
| 144. Designing a landscape plan | _____ | _____ | _____ |
| 145. Installing a landscape plan | _____ | _____ | _____ |
| 146. Other (please specify) | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Form 8. Individual Student: Personal Data for Current Students

Student Number _____

State _____

School _____

* * *

1. Name of student _____ Age _____

2. Sex: _____ Male _____ Female

3. Race: _____

4. Academic aptitude test score: _____

5. Present grade: 7, 8, 9, 10, 11, 12

6. Citizenship rating: a. when first entered agricultural program _____
   _____ b. current rating _____

7. Agricultural program (option) in which enrolled: _____

8. Vocational courses - present and completed:

| Course | Credit | Grade |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Form 11. Manpower Needs in Agriculture - School Placement Area

Year _____

| Category | Present employment number | Number for average yearly replacement and growth |
|---|---|---|
| Agricultural production | _____ | _____ |
| Agricultural machinery and service | _____ | _____ |
| Agricultural business | _____ | _____ |
| Agricultural processing and marketing | _____ | _____ |
| Conservation and forestry | _____ | _____ |
| Ornamental horticulture | _____ | _____ |
| Other (specify) | | |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| Total agricultural labor force | | |

Form 12. Population Served by Vocational Education in Agriculture

Year _____

| Population | Total number | | Present enrollment in agriculture | |
|---|---|---|---|---|
| | Male | Female | Male | Female |
| 1. By age level: | | | | |
| 6 to 14 | ____ | ____ | ____ | ____ |
| 15 to 19 | ____ | ____ | ____ | ____ |
| 20 to 24 | ____ | ____ | ____ | ____ |
| 25 and over | ____ | ____ | ____ | ____ |
| 2. By grade level: | | | | |
| Elementary school | ____ | ____ | ____ | ____ |
| Middle school (specify grades) | ____ | ____ | ____ | ____ |
| Secondary school: | | | | |
| 9th grade | ____ | ____ | ____ | ____ |
| 10th grade | ____ | ____ | ____ | ____ |
| 11th grade | ____ | ____ | ____ | ____ |
| 12th grade | ____ | ____ | ____ | ____ |
| 3. By special programs: | | | | |
| Youth with special needs | ____ | ____ | ____ | ____ |
| Adults with special needs | ____ | ____ | ____ | ____ |
| Adult farmers | ____ | ____ | ____ | ____ |
| Adult (other agriculture) | ____ | ____ | ____ | ____ |
| 4. By location category | | | | |
| Rural farm | ____ | ____ | ____ | ____ |
| Rural non-farm | ____ | ____ | ____ | ____ |
| Urban | ____ | ____ | ____ | ____ |

Form 13. Placement -- High School Graduates -- Agriculture Program Year _____

| Program Areas | Number of graduates | Placement | | | | Percent placed* |
|---|---|---|---|---|---|---|
| | | In jobs | In school | Armed forces | Unknown | |
| Agricultural production | | | | | | |
| Agricultural machinery and service | | | | | | |
| Agricultural business | | | | | | |
| Agricultural processing and marketing | | | | | | |
| Conservation and forestry | | | | | | |
| Ornamental horticulture | | | | | | |
| Special needs | | | | | | |
| Other (specify) | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Totals | | | | | | |

* Of those who could be located.

Form 14. Placement -- High School Non-graduates -- Agriculture Program

Year _____

| Program Areas | Number of non-graduates | Placement | | | | Percent Placed* |
|---|---|---|---|---|---|---|
| | | In jobs | In school | Armed forces | Unknown | |
| Agricultural production | | | | | | |
| Agricultural machinery and service | | | | | | |
| Agricultural business | | | | | | |
| Agricultural processing and marketing | | | | | | |
| Conservation and forestry | | | | | | |
| Ornamental horticulture | | | | | | |
| Special needs | | | | | | |
| Other (specify) | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Totals | | | | | | |

* Of those who could be located.

Form 15. Persons Interested in Enrolling in Agriculture Courses

Year _____

| Group | Total in group | Interested in agriculture Male | Female |
|---|---|---|---|
| 1. Secondary school: | | | |
| 7th grade | _____ | _____ | _____ |
| 8th grade | _____ | _____ | _____ |
| 9th grade | _____ | _____ | _____ |
| 10th grade | _____ | _____ | _____ |
| 11th grade | _____ | _____ | _____ |
| 12th grade | _____ | _____ | _____ |
| 2. Youth with special needs: (specify) | | | |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| 3. Adult groups: (specify) | | | |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Form 16. Enrollment Objectives in Agricultural Programs

Year _____

| Program or course | Enrollment capacity* | Present enrollment | Projected enrollment |
|---|---|---|---|
| 1. Elementary school: | | | |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| 2. Middle school: | | | |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| 3. Secondary school: | | | |
| Agricultural production | _____ | _____ | _____ |
| Agricultural construction | _____ | _____ | _____ |
| Agricultural machinery and service | _____ | _____ | _____ |
| Agricultural business | _____ | _____ | _____ |
| Agricultural processing and marketing | _____ | _____ | _____ |
| Conservation and forestry | _____ | _____ | _____ |
| Ornamental horticulture | _____ | _____ | _____ |
| 4. Youth with special needs: | | | |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Form 16. (continued)

| Program or course | Enrollment capacity* | Present enrollment | Projected enrollment |
|---|---|---|---|
| 5. Adult: | | | |
| Upgrading courses | | | |
| Retraining courses | | | |
| Special needs | | | |
| Service courses | | | |
| Totals | | | |

* Based on present staff and facilities.

Form 17. Secondary Program Financial Analysis -- Agriculture

| Item | Present Support (Fiscal Year _____) Total | Per student | Support Needed (Fiscal Year _____) Total | Per student |
|---|---|---|---|---|
| Staff, instructional | $_____ | $_____ | $_____ | $_____ |
| Materials and supplies for instruction | $_____ | $_____ | $_____ | $_____ |
| Equipment | $_____ | $_____ | $_____ | $_____ |
| Travel | $_____ | $_____ | $_____ | $_____ |
| Other (specify) _____ | $_____ | $_____ | $_____ | $_____ |
| Totals | $_____ | $_____ | $_____ | $_____ |
| Source of funds: | | | | |
| Local | $_____ | $_____ | $_____ | $_____ |
| State | $_____ | $_____ | $_____ | $_____ |
| Federal | $_____ | $_____ | $_____ | $_____ |

Form 18. Adult Program Financial Analysis -- Agriculture

| Item | Present Support Total ( Fiscal Year _____) | Present Support Per Student ( Fiscal Year _____) | Support Needed Total ( Fiscal Year _____) | Support Needed Per Student ( Fiscal Year _____) |
|---|---|---|---|---|
| Staff, instructional | $_____ | $_____ | $_____ | $_____ |
| Materials and supplies for instruction | $_____ | $_____ | $_____ | $_____ |
| Equipment | $_____ | $_____ | $_____ | $_____ |
| Travel | $_____ | $_____ | $_____ | $_____ |
| Other (specify) _____ | $_____ | $_____ | $_____ | $_____ |
| Totals | $_____ | $_____ | $_____ | $_____ |
| Source of funds: | | | | |
| Local | $_____ | $_____ | $_____ | $_____ |
| State | $_____ | $_____ | $_____ | $_____ |
| Federal | $_____ | $_____ | $_____ | $_____ |

Form 19. Adult Attitudes Toward Vocational Agriculture in the Public High School*

This is an inventory concerning your feelings about the vocational agriculture program in your public high school. You will agree with some of the statements, disagree with some, and be uncertain of others. There are no "right" or "wrong" answers. Whatever you happen to think about the statement is the right answer for you.

* * *

Please indicate your feelings as follows:

Encircle A if you agree with the statement, thus: SA (A) U D SD

Encircle SA if you strongly agree with the statement, thus: (SA) A U D SD

Encircle D if you disagree with the statement, thus: SA A U (D) SD

Encircle SD if you strongly disagree with the statement, thus: SA A U D (SD)

Encircle U if you are uncertain, thus: SA A (U) D SD

The following is an example of the way this questionnaire is arranged:

---

Students should be encouraged to graduate from high school. (SA) A U D SD

Circling SA (strongly agree) indicates strong agreement with this statement.

---

Read each statement carefully and decide how you feel about it. If your feeling falls between two choices, select the closer one.

Please respond to each item whether or not you have direct knowledge of the vocational agriculture program in your public high school.

Do not spend too much time on any particular statement.

All individual replies will be kept confidential.

---

* This instrument was developed by Donald Wamstad, Graduate Assistant in Agricultural Education, University of Maryland.

Form 19. (continued)

Circle the letters which indicate your response:

SA = Strongly Agree U = Uncertain D = Disagree

A = Agree SD = Strongly Disagree

---

| | | |
|---|---|---|
| 1. | Vocational agriculture should be available to students preparing for college. | SA A U D SD |
| 2. | Vocational agriculture should prepare students to earn a living. | SA A U D SD |
| 3. | Every student should take at least one course in vocational agriculture. | SA A U D SD |
| 4. | Vocational agriculture should be designed mainly for students of high academic talents. | SA A U D SD |
| 5. | Vocational agriculture should include instruction and study about livestock and poultry. | SA A U D SD |
| 6. | Only boys should be permitted to enroll in vocational agriculture courses. | SA A U D SD |
| 7. | Vocational agriculture is as important as any other high school program or subject. | SA A U D SD |
| 8. | Courses in agriculture should be provided for all adults who want such instruction. | SA A U D SD |
| 9. | A sense of personal responsibility should be developed in students through participation in FFA activities. | SA A U D SD |
| 10. | Vocational agriculture should include instruction in agricultural mechanics. | SA A U D SD |
| 11. | The FFA program of activities should place emphasis on helping students develop attitudes and abilities for good citizenship. | SA A U D SD |
| 12. | Vocational agriculture is useful only to students who are preparing for farming careers. | SA A U D SD |

Go On To The Next Page

Form 19. (continued)

13. Vocational agriculture should be available to students in grades nine through twelve. SA A U D SD

14. Vocational agriculture should include instruction and study about agriculture business management. SA A U D SD

15. All students in the vocational agriculture program should be required to join the FFA. SA A U D SD

16. Vocational agriculture should include instruction and study about forestry. SA A U D SD

17. Some type of project work should be required of all students enrolled in vocational agriculture in order to use knowledges learned in the classroom. SA A U D SD

18. Vocational agriculture should teach students about job opportunities in the field of agriculture. SA A U D SD

19. Vocational agriculture should include instruction and study about ornamental plants and landscaping. SA A U D SD

20. The agriculture instructor should supervise through home or on-job visits the projects and other agricultural occupation experiences planned as a part of the vocational agriculture program. SA A U D SD

21. Knowledges and skills learned in vocational agriculture classes should lead to jobs for students. SA A U D SD

22. The values of vocational agriculture instruction should be made known to parents. SA A U D SD

23. The vocational agriculture instructor should help students arrange to obtain work experiences in agricultural occupations. SA A U D SD

24. Vocational agriculture should include instruction and study about crops and soils. SA A U D SD

Go On To The Next Page

Form 19. (continued)

| | | |
|---|---|---|
| 25. | Vocational agriculture should be provided only for students not planning to attend college. | SA A U D SD |
| 26. | Vocational agriculture should include instruction and study about conducting business meetings properly. | SA A U D SD |
| 27. | Enrollment in vocational agriculture should be encouraged among all high school s udents. | SA A U D SD |
| 28. | Leadership abilities should be developed in students through participation in FFA activities. | SA A U D SD |
| 29. | Vocational agriculture should be available to students who are preparing for non-farm agricultural jobs. | SA A U D SD |
| 30. | Courses in vocational agriculture should be offered as part of the high school curriculum. | SA A U D SD |
| 31. | An important responsibility of the high school should be to place its vocational agriculture graduates in jobs. | SA A U D SD |
| 32. | Vocational agriculture should include instruction and study about conservation of soil, water, forest, and wildlife. | SA A U D SD |
| 33. | The vocational agriculture program should offer adult classes only to farmers. | SA A U D SD |
| 34. | Students should not be required to take a course in vocational agriculture. | SA A U D SD |
| 35. | The function of a vocational agriculture program should be to help each student develop some saleable job skills. | SA A U D SD |
| 36. | The vocational agriculture program should provide instruction in and opportunity for students to build and repair structures and/or equipment in an agricultural shop. | SA A U D SD |

Go On To The Next Page

Form 19. (continued)

37. Vocational agriculture should be offered for the rural non-farm student who has an interest in agriculture. SA A U D SD

38. Membership in the FFA should be open to all students in the vocational agriculture program. SA A U D SD

39. Vocational agriculture should be available to high school girls who are interested in agriculture. SA A U D SD

40. Vocational agriculture should include instruction and study about how to speak in public. SA A U D SD

41. The FFA should be a part of the vocational agriculture program. SA A U D SD

42. Vocational agriculture should be offered for the town student who has an interest in agriculture. SA A U D SD

43. The vocational agriculture program should be intended mainly for students of limited academic aptitude. SA A U D SD

44. Agricultural contests should be a part of the vocational agriculture program. SA A U D SD

45. The student should learn job skills as part of the vocational agriculture program. SA A U D SD

* * *

Form 20. Occupational Experiences in Agriculture: Standards

(Record standards for each form of program in terms of it being used as the only experience program a student would have.)

| Type of Program | Minimum required hours per year | | | | |
|---|---|---|---|---|---|
| | Work by student | | | | Supervision by teacher |
| | (Fr) | (Soph) | (Jr) | (Sr) | |
| Farming program | | | | | |
| Placement-employment with no school released time (non-cooperative) | | | | | |
| Placement-employment-cooperative education program | | | | | |
| School laboratory facilities program; (as described in facilities provided) | | | | | |
| Self-employment | | | | | |
| Other: (specify) | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Form 21. Purposes of Local Education Programs

Attach copies of statements of purposes for each of the following:

Total educational program

Elementary education program

Secondary education program

Vocational education program

Vocational education in agriculture program

Form 22. Local Policies Relating to Agricultural Education

For each of the following areas, provide lists of both written and unwritten policies.

- Clientele
- Evaluation
- Facilities and equipment
- Finances
- Organization and administration
- Personnel training
- Policy formulation
- Public information
- Relationships to federal programs and personnel
- Relationships to other programs in school
- Relationships to programs in other institutions
- Relationships to state programs and personnel
- Research and development
- Staff

Form 23. Local Resources for Vocational Education in Agriculture

Staff for instruction: (names and teaching loads)

Staff for administration and supervision: (names and areas of responsibility)

Physical facilities: (brief descriptions of major elements)

Guidance services: (personnel and program, including placement services, and availability of these services to vocational agriculture program)

Research and development program: (report all organized efforts supported by allocation of personnel time and funds)

Public information program: (report all systematic or planned efforts to inform people about the program)

Consulting services: (report use made of consultants for vocational agriculture program)

Advisory council: (attach copies of constitution and operating rules, as available, for each of the following)

Agriculture Department Council

Vocational Department Council

School-Wide Council

Form 24. Kinds of Agricultural Education Programs: Vocational and Nonvocational

| | Brief description of program |
|---|---|
| Elementary school program: | |
| Secondary school program: | |
| Program for disadvantaged: | |
| Post-secondary school program: | |
| Adult programs: | |
| Non-public school programs: | |
| Other: | |

Form 25. State and Federal Contributions to the Vocational Agriculture Program, Other Than Financial

| | State | Federal |
|---|---|---|
| Supervisory: | | |
| Consultative: | | |
| Personnel Training: | | |
| Program Development: | | |
| Materials Development: | | |
| Employment Services: | | |
| Research: | | |
| Written Policies: | | |
| Evaluation Feedback: | | |

Form 26. Agricultural Occupations Survey Date _____

1. Name of company or business _____

_____

2. Address _____

3. Person to contact:

_____
(name and position) (telephone)

4. Functions of company or business:

_____ Manufacturing
_____ Purchasing
_____ Servicing
_____ Constructing
_____ Retailing
_____ Warehousing
_____ Processing
_____ Wholesaling
_____ Contracting
_____ Other (specify) _____

5. List of products or services for items checked in #4:

_____

_____

_____

_____

_____

6. Availability as training station for occupational experience program:

_____ Now being used
_____ Interested in possibilities
_____ Not interested

7. Job titles and number of workers in each:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

8. Manpower needs:

Estimated annual replacement percentage _____

Estimated annual change in number of employees _____

Form 27 Provisions for Evaluating the Vocational Agriculture Program

Records kept:

Finances provided:

Personnel involved:

Public -

School -

Other -

Arrangements for initiating evaluation and for securing data:

Arrangements for reporting the results of evaluation to:

School personnel -

Public -

State (including legislature) -

Federal (including Congress) -